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ABSTRACT

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for allied health I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both clusters, and section II contains outlines of the instructional units required in each cluster. Units in cluster I are as follows: course overview; career awareness and exploration; medical, legal, and ethical responsibility; universal precautions; safety; medical terminology; body structure and function and applied skills; and human growth and development. Units in cluster II include the following: computers in the health care system, therapeutic health care careers, emergency health care careers, psychosocial health care careers, patient contact care careers, public health careers, diagnostic and laboratory health care careers, health care administrative careers, employability skills, dental health care careers, support services in health care careers, and animal health care careers. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

ED 397 286

# Mississippi Curriculum Framework for Allied Health

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CE 072 171

***Secondary Vocational and Technical Education 1995***

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August 1, 1995

# MISSISSIPPI

# CURRICULUM FRAMEWORK

# FOR

# ALLIED HEALTH

# (PROGRAM CIP: 51.1699 - NURSING, OTHER)

SECONDARY PROGRAMS

1995

August 1, 1995

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# FOREWORD

The curriculum framework in this document reflects the work of teachers, state and local administrators, and representatives of business, industry, and service occupations to enhance the content of vocational-technical courses in Mississippi public schools. Revision of the curriculum was begun by a team of teachers from the program area. The resulting draft was submitted to local administrators for review and comments, and to a Standing Technical Committee composed of employers and employees in the occupational area(s) of the curriculum. Comments and recommendations from these reviews were presented to the revision team for discussion and action. An executive summary of this document, containing the program and course descriptions and competencies and suggested objectives for each course, was presented to the Mississippi Board of Education for formal approval and adoption.

The intent of this document is to provide local school district personnel with a framework which can be used to develop local instructional management plans and lesson plans for teaching vocational-technical courses. The contents of this framework are not intended to limit the selection of the actual competencies and objectives in the course, but instead to provide a minimum baseline which all schools must meet. Teachers and curriculum development personnel are encouraged to expand and enhance this framework to meet the needs of their students.

The courses in this document reflect the following statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended:

> The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such programs in the public schools as part of the State Program of Educational Accountability and Assessment of Performance. . .
>
> The department shall provide that such program or guidelines . . . are enforced through the performance-based accreditation system.
>
> The local school board must adopt the objectives that will form the core curriculum that will be systematically delivered throughout the district.
>
> Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.
>
> There shall be an annual review of student performance in the instructional program against locally established standards.

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - The number of days of instruction that should be required to teach the competencies and objectives of the unit. For secondary occupational programs, a "day" represents a two-period block of instruction.
- Competencies and Suggested Objectives
  - A **Competency** represents a general concept of performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to master all competencies in the curriculum framework in order to satisfactorily complete the course.
  - The **Suggested Objectives** represent the enabling and supporting knowledge and performances that will indicate mastery of the competency.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each suggested objective. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include classroom discussions, laboratory exercises, and student assignments. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.
- Suggested Resources - This section indicates some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

The following guidelines were used in developing the curriculum framework in this document and should be considered in developing local instructional management plans and daily lesson plans:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For a one-year course, this means that the content of the existing units of instruction should represent approximately 135 days of instruction. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional units of instruction within the course related to topics not found in the state framework.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep Initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including work site learning activities, to better prepare individuals in the courses for their chosen occupational area.
- Sequencing of the units of instruction within a course is left to the discretion of the local district. Naturally, foundation units related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other units related to specific skill areas in the course, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

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August 1, 1995

# PROGRAM DESCRIPTION

## ALLIED HEALTH

Program CIP: 51.1699 - Nursing, Other

The first year of the secondary allied health skill program introduces the student to the health careers field, the basic health sciences, and basic skills in both laboratory and clinical. Upon completion of this first year introductory program, the student should be competent as a general basic health assistant. The student will be better able to make a choice of a health occupation that he/she plans to pursue. This course is taught for one year, and it earns 2.0 to 2.5 Carnegie Units.

The emphasis of the second year is primarily to expose students to advanced skills in the various health occupations. Students will apply these skills during clinical experience rotations in selected health care facilities. This course is taught for one year, and it earns 2.0 to 2.5 Carnegie Units.

August 1, 1995

# COURSE OUTLINE

## ALLIED HEALTH CLUSTER I

| Unit No. | Title | No. of Days |
|---|---|---|
| Unit 1 | Course Overview | 5 |
| Unit 2 | Career Awareness and Exploration | 5 |
| Unit 3 | Medical, Legal, and Ethical Responsibility | 10 |
| Unit 4 | Universal Precautions | 5 |
| Unit 5 | Safety | 15 |
| Unit 6 | Medical Terminology | 5 |
| Unit 7 | Body Structure and Function and Applied Skills | 95 |
| Unit 8 | Human Growth and Development | 10 |

## ALLIED HEALTH CLUSTER II

| Unit No. | Title | No. of Days |
|---|---|---|
| Unit 1 | Computers in the Health Care System | 10 |
| Unit 2 | Therapeutic Health Care Careers | 20 |
| Unit 3 | Emergency Health Care Careers | 8 |
| Unit 4 | Psychosocial Health Care Careers | 10 |
| Unit 5 | Patient Contact Care Skills | 15 |
| Unit 6 | Public Health Care Careers | 10 |
| Unit 7 | Diagnostic and Laboratory Health Care Careers | 10 |
| Unit 8 | Health Care Administrative Careers | 15 |
| Unit 9 | Employability Skills | 15 |
| Unit 10 | Dental Health Care Careers | 10 |
| Unit 11 | Support Services in Health Care Careers | 20 |
| Unit 12 | Animal Health Care Careers | 5 |

# SECTION I:

# CURRICULUM FRAMEWORK

# FOR

# ALLIED HEALTH

# CURRICULUM FRAMEWORK

**Course Name:** Allied Health Cluster I

**CIP Course Code:** 17.0690

**Course Description:** The first year of the secondary allied health skill program introduces the student to the health careers field, the basic health sciences, and basic skills in both laboratory and clinical. Upon completion of this first year introductory program, the student should be competent as a general basic health assistant. The student will be better able to make a choice of a health occupation that he/she plans to pursue. (2.0-2.5 Carnegie units).

**Competencies and Suggested Objectives:**

1. Review material related to course and professional organizations.
   a. Identify student and course expectations.
   b. Identify allied health professional student organizations.
   c. Demonstrate effective teamwork skills.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*

   *Workplace Skills (See Appendix B):*
   *WP2*
2. Apply communications in health care.
   a. Identify the three main factors required for the communication process.
   b. Identify four factors which can interfere with the communication process.
   c. Utilize effective communication skills.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3*
3. Develop individual career awareness in the health care industry.
   a. Describe careers in health care administration.
   b. Describe careers in direct health care.
   c. Describe careers in the dental field.
   d. Describe careers in the therapeutic area.
   e. Describe careers in the diagnostic area.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*

   *Workplace Skills (See Appendix B):*
   *WP2*
4. Explain professional ethics and legal responsibility.
   a. Explain professional ethics and legal responsibility including negligence, malpractice, and health occupation code of conduct.

b. Define confidentiality.
c. Identify and explain the rules of ethics.
d. Identify and explain torts.

*Related Academic Topics (See Appendix A):*

*C1, C4, C6*

*Workplace Skills (See Appendix B):*

*WP2, WP3*

5. Explain client's rights.
   a. Provide security for client's personal possessions.
   b. Provide care for client's personal possessions.
   c. Report improper care to include negligence, unethical conduct, etc.
   d. Report abuse to include physical, verbal, and psychological.
   e. Identify ways to promote client's rights and privacy.
   f. Respect client.
   g. Define living wills, advance directives, and organ donations.

   *Related Academic Topics (See Appendix A):*

   *C1, C6*

   *Workplace Skills (See Appendix B):*

   *WP3*
6. Utilize universal precautions.
   a. Explain importance of universal precautions in life practices and health care.
   b. Explain the state and federal government's role in universal precautions.
   c. Relate universal precautions to the transmission of infectious diseases including HIV, AIDS, HBV, and TB.
   d. Demonstrate hand-washing technique.
   e. Demonstrate donning and removing clean gloves.

   *Related Academic Topics (See Appendix A):*

   *C1, C4, C6*
   *S8*

   *Workplace Skills (See Appendix B):*

   *WP2*
7. Recognize safety procedures and policies.
   a. Describe basic safety procedures.
   b. Describe accident prevention methods and disaster plans.
   c. Provide a safe environment.
   d. Provide a clean environment.
   e. Follow facility policies.

   *Related Academic Topics (See Appendix A):*

   *C1, C4, C6*
   *S8*

   *Workplace Skills (See Appendix B):*

   *WP2*

8. Perform basic safety procedures.
   a. Assist with basic emergency procedures to include falls, seizures, fainting.
   b. Attain Class C certification in cardiopulmonary resuscitation.
   c. Demonstrate procedures of first aid for sudden illness and accidents.
   d. Demonstrate body mechanics.
   e. Demonstrate and/or explain correct procedures for transfer equipment including wheelchair, stretcher, and mechanical/pneumatic lift.

   *Related Academic Topics (See Appendix A):*

   *C1, C4, C6*

   *S8*

   *Workplace Skills (See Appendix B):*

   *WP2, WP6*

9. Recognize and use medical terminology.
   a. Demonstrate the use of medical references to spell medical terms correctly.
   b. Spell designated medical terms correctly.
   c. Define and divide medical terms into root words, prefixes, and suffixes.
   d. Interpret the common medical abbreviations and symbols including meanings, and uses.
   e. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records.

   *Related Academic Topics (See Appendix A):*

   *C1, C4, C5, C6*

   *S1, S8*

   *Workplace Skills (See Appendix B):*

   *WP2, WP4*

10. Recognize the structure and functions of each organ system and apply related basic skills.
   a. Interpret the basic organization of the body.
   b. Interpret the basic structures and functions of the integumentary system.
   c. Define terms associated with purposes of patient hygiene.
   d. Demonstrate how to give patient hygiene.
      i. Demonstrate how to give a back rub.
      ii. Perform bed making skills to include occupied, unoccupied, and surgical.
   e. Interpret the basic structures and functions of the musculoskeletal system.
      i. Explain ways to prevent complications of muscular and skeletal systems.
   f. Interpret the basic structures and functions of the circulatory system.
      i. Define, locate, and check the four main vital signs.
   g. Interpret the basic structures and functions of the respiratory system.

h. Interpret the basic structures and functions of the digestive system.
   i. Define terms associated with nutrition.
   ii. Identify the basic food groups with examples of each.
   iii. Describe types of therapeutic diets.
   iv. Demonstrate how to assist/feed a patient with a disability.
i. Interpret the basic structures and functions of the urinary system.
   i. Define terms associated with intake and output.
   ii. Convert intake and output measurements into metric equivalents.
   iii. Demonstrate how to measure intake and output.
j. Interpret the basic structures and functions of the nervous system.
k. Demonstrate procedures for a neurological exam.
l. Interpret the basic structures and functions of the sensory system.
m. Interpret the basic structures and functions of the reproductive system.
   i. Explain perineal care.
   ii. Check breast models for tumors.
   iii. Check testicles models for tumors.
n. Interpret the basic structures and functions of the endocrine system.

*Related Academic Topics (See Appendix A):*

*C1, C2, C5, C6*
*M4*
*S1, S8*

*Workplace Skills (See Appendix B):*

*WP2, WP3, WP4*

11. Explain stages of normal growth and development throughout the lifespan.
   a. Identify two physical, mental, emotional, and social developmental characteristics.
   b. Recognize the ways in which life stages affect an individual's needs.
   c. Describe the five stages of grief and the role of the health care worker in each stage.
   d. Discuss religious practices associated with health needs throughout the lifespan.
   e. Name two purposes of hospice care.
   f. Define what is meant by the "right to die."
   g. State examples for each of the five basic groups of needs.
   h. Relate leading causes of death, diseases, and disabilities to each stage of development.
   i. Define euthanasia and discuss the effect of the terminally ill on their survivors.

*Related Academic Topics (See Appendix A):*

*C1, C4, C6*

*Workplace Skills (See Appendix B):*

*WP2, WP6*

CURRICULUM FRAMEWORK

**Course Name:** Allied Health Cluster II

**CIP Course Code:** 17.0691

**Course Description:** The emphasis of the second year is primarily to expose students to advanced skills in the various health occupations. Students will apply these skills during clinical experience rotations in selected health care facilities. (2.0 - 2.5 Carnegie Units).

**Competencies and Suggested Objectives:**

1. Assess computers in health care by utilizing medical terminology and basic skills in exploring specific computer-based careers.
   a. Define terms associated with computers in the health care system.
   b. Describe computer-based careers available in health care.
   c. Identify the components of a computer including hardware, software, input devices, central processing unit, output devices, and CD-Rom.
   d. Recognize computer applications currently being used in today's health care system, including direct and indirect care aspects.

   *Related Academic Topics (See Appendix A):*

   *C1, C6*

   *S8*

   *Workplace Skills (See Appendix B):*

   *WP2*
2. Assess the therapeutic careers by utilizing medical terminology and basic skills in exploring specific therapeutic careers.

   General Therapeutic:
   a. Interpret the definitions of ten terms relating to therapeutic health care including prefixes, suffixes, and root words.
   b. Assess the function of the therapeutic health care team according to the policy of the health care facility.

   Physical Therapy:
   a. Demonstrate the four point, three point, two point swing to, and swing through crutch walking techniques while observing all safety precautions.
   b. Demonstrate the use of a cane and walker while observing all safety precautions.
   c. Perform range of motion exercises including active and passive procedures.
   d. Apply hot, cold, and moist compresses while observing all safety precautions according to the policy of the health care facility.

e. Apply cast care knowledge and safety to clinical situations.
f. Identify traction care assessment.
g. Demonstrate transfer of a patient using a stretcher and wheelchair, utilizing proper body mechanics.
h. Recognize proper transfer techniques and safety with mechanical/pneumatic lift.
i. Demonstrate correct turning-positioning for proper body alignment to include side-lying, supine, and prone positions.

Opticinary:
a. Perform vision screening including visual acuity and color blindness according to the policy of the health care facility.
b. Explain care and correct method of contact wear according to the policy of the health care facility.
c. Identify methods necessary for the assistance and safety of the visually impaired client.

Audiology:
a. Determine two methods of screening for hearing defects according to current audiology practices.
b. Identify methods necessary for the assistance and safety of the hearing impaired client.

Pharmacology:
a. Interpret five common drug classifications with actions using the Physician's Desk Reference (PDR).
b. Determine the components of a drug prescription and the authorized issuer according to pharmacological standards.

Respiratory Therapy:
a. Differentiate among three common respiratory treatments including oxygenated and non-oxygenated treatments.
b. Recognize the structures that comprise the respiratory system including upper and lower airway.
c. Define the relationship of respiratory care services to the overall medical organizational structure in a hospital, including scope of services performed.

*Related Academic Topics (See Appendix A):*
*C1, C4, C6*
*S1, S8*
*Workplace Skills (See Appendix B):*
*WP2, WP3*

3. Assess emergency health care careers by utilizing medical terminology and basic skills in exploring specific emergency health care careers.
   a. Define five terms related to emergency health care including root words, prefixes, and suffixes.
   b. Specify the role of the emergency health care team including personal qualities, job description, levels of education, and required credentials.
   c. Qualify for recertification in CPR/sudden illness according to current guidelines including infant, children, adolescent, and adult groups.

   *Related Academic Topics (See Appendix A):*

   *C1, C4, C6*

   *S1, S8*

   *Workplace Skills (See Appendix B):*

   *WP2, WP3, WP6*

4. Assess psychosocial health care careers by utilizing medical terminology and basic knowledge in exploring specific psychosocial careers.
   a. Define five terms related to psychosocial health care including root words, prefixes and suffixes.
   b. Describe the role and function of the psychosocial health care team including the personal qualities, level of education, and required credentials.
   c. Define and describe psychoneurotic disorders including the most common types, and interacting with a client and reinforcing behavior management.
   d. Define and describe psychosis including the most common types.
   e. Describe procedures for use of physical and environmental restraints used in mental health.
   f. Identify techniques of reality orientation including person, place, and time.
   g. Develop a communication and behavior management plan to reinforce the emotional and physical support needs of the elderly if confused, disoriented, angry, or lonely.
   h. Describe the careers available in funeral services including job description, credentials, and education.
   i. Identify five common terms of funeral services including root words, prefixes, and suffixes.
   j. Explain the procedures to prepare the dead human body for a funeral according to the policy of the health care facility.

   *Related Academic Topics (See Appendix A):*

   *C1, C4, C6*

   *S1, S8*

   *Workplace Skills (See Appendix B):*

   *WP2, WP 3, WP6*

5. Develop patient contact care skills by utilizing medical terminology and basic skills in a health care setting.
   a. Demonstrate how to don and remove sterile gloves using sterile technique.

b. Demonstrate how to open sterile packages without contaminating contents using sterile technique.
c. Prepare a basic sterile dressing tray without contamination using sterile technique.
d. Identify basic supplies used for dressing change including forceps, sterile scissors, and gauze.
e. Demonstrate donning and removing isolation mask, eye shields, cap, gown, goggles, and cover shoes according to health care facility policy.
f. Demonstrate double bagging technique and isolation technique according to health care facility policy.
g. Define three general principles of isolation, three purposes of isolation, and five types of isolation according to CDC/OSHA guidelines.
h. Demonstrate how to clean a patient unit after discharge.
i. Describe major types of physical exams including general, gynecological, and ENT.
j. Describe assessment techniques used in a physical exam including auscultation, percussion, observation, and palpation.
k. Demonstrate measurement of height and weight according to health care facility guidelines.

*Related Academic Topics (See Appendix A):*

*C1, C2, C4, C6*
*M4*
*S1, S8*

*Workplace Skills (See Appendix B):*

*WP2, WP3, WP6*

6. Assess public health careers by utilizing medical terminology and basic skills in exploring specific public health careers.
   a. Define ten medical terms relating to public health care.
   b. Describe the role and function of the public health care team members including personal qualities, education requirements, responsibilities, and credentials.
   c. Describe five areas of pollution control that are monitored and regulated by public health services according to standards of the Environmental Protection Agency.
   d. Describe five health conditions that are affected by environmental pollution according to the World Health Organization (WHO).
   e. Describe four services provided by community health care agencies at the local, state, and national levels.
   f. Describe disposal of medical waste according to the Center for Disease Control and the Occupational Safety and Health Administration.
   g. Identify five health care concerns monitored by epidemiologists according to the Center for Disease Control (CDC) guidelines.
   h. Identify three methods used to control the spread of communicable disease according to the Center for Disease Control guidelines.

*Related Academic Topics (See Appendix A):*

*C1, C2, C4, C6*

*Workplace Skills (See Appendix B):*

*WP2, WP3, WP6*

7. Assess diagnostic and laboratory health careers by utilizing medical terminology and basic skills in exploring specific diagnostic and laboratory health careers.
   a. Define terms associated with asepsis including root words, prefixes, and suffixes.
   b. Define terms associated with infection control including root words, prefixes, and suffixes.
   c. Describe careers available in the medical laboratory technology field including personal qualities, education requirements, responsibilities, and credentials.
   d. Identify ways pathogenic microorganisms are spread in relation to the infection cycle.
   e. Describe methods of collecting specimens of urine, stool, sputum, blood, and emesis according to CDC guidelines.
   f. Identify basic laboratory tests including those conducted in the health care facility.
   g. Simulate methods for collecting specimens according to CDC guidelines.
   h. Simulate procedures for performing basic laboratory tests based on National Committee for Clinical Laboratory Standards.
   i. Describe careers available in the radiologic technology field including personal qualities, education requirements, responsibilities, and credentials.
   j. Identify radiologic equipment including fluoroscopic, computerized, and radiographic apparatus.
   k. Interpret radiation safety knowledge and techniques according to health facility guidelines.
   l. Identify radiographs found in radiology departments.

   *Related Academic Topics (See Appendix A):*

   *C1, C4, C6*

   *M1, M4*

   *S1, S8*

   *Workplace Skills (See Appendix B):*

   *WP2, WP3, WP6*

8. Assess health care administration careers by utilizing medical terminology and basic skills in exploring specific health care administrative careers.
   a. Identify ten terms related to health care information and administration including root words, suffixes, and prefixes.
   b. Specify the role of selected information and administrative health care workers including personal qualities, levels of education, and credential requirements.

c. Describe the role of the health occupations clerk including those found in two health settings.
d. Name the general functions computers should perform for an office.
e. Describe use of a word processor.
f. State the advantages of computer use in the medical office.
g. List specific functions a computer system can perform in the billing, insurance, and collection functions in the office.
h. Identify five forms used as part of the medical record including those used in hospitals and physicians' offices.

*Related Academic Topics (See Appendix A):*
*C1, C4, C6*
*Workplace Skills (See Appendix B):*
*WP2, WP3, WP6*

9. Demonstrate job seeking and job keeping skills.
   a. Prepare a resume containing essential information.
   b. Use resource documents to enhance job competency.
   c. Complete a job application form.
   d. Explain procedures for job interviews.
   e. Demonstrate the role of an applicant in a job interview.
   f. Describe job interview etiquette.
   g. Maintain positive relations with clients and peers.
   h. Demonstrate job keeping skills.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *Workplace Skills (See Appendix B):*
   *WP2, WP3*

10. Assess dental health careers by utilizing medical terminology and basic skills in exploring specific dental careers.
    a. Interpret basic dental abbreviations and symbols by charting accurately.
    b. Interpret and spell dental terminology including breakdown by prefixes, suffixes, and root words.
    c. Demonstrate brushing and flossing teeth according to currently approved practice.
    d. Differentiate between the dentition of the child and adult including primary and secondary dentition.
    e. Compare the location, structure, and function of three types of teeth including incisors, molars, and cuspids.
    f. Demonstrate dental charting using the Universal Method and basic dental charting guidelines.
    g. Recognize methods of prevention and detection of caries and peridontal disease according to established dental guidelines.
    h. Discuss chairside assistance and treatment room maintenance within basic chairside techniques.
    i. Set up a basic dental tray for initial patient examination.

j. Interpret the correct usage for three types of dental instruments found within dentistry.
k. Cite three types of restorative materials found in dental laboratories.

*Related Academic Topics (See Appendix A):*

*C1, C2, C4, C6*
*M4*
*S1, S8*

*Workplace Skills (See Appendix B):*

*WP2, WP3*

11. Assess support services careers by utilizing medical terminology and basic skills in exploring specific support services careers.
    a. Describe the role and function of the dietary assistant team members including job description, level of education, and credentials required.
    b. Describe principles of asepsis in food preparation including guidelines established by the Department of Health.
    c. Demonstrate procedures to assist a patient in completing a meal request form according to health care facility policy.
    d. Complete a menu requisition to prepare a meal tray according to health care facility policy.
    e. Deliver and retrieve food trays according to health care facility policy.
    f. Describe the role and function of the sterile supply team members including job description, level of education, and credentials required.
    g. Describe basic methods of sterilization and disinfection according to health care facility policy.
    h. Describe and demonstrate basic techniques to prepare, wrap, and sterilize instruments and equipment according to health care facility policy.
    i. Demonstrate basic surgical scrub using aseptic technique.
    j. Describe and simulate the operation of an autoclave with safety and accuracy according to health care facility policy.
    k. Describe the preparation of an operative area according to policy of the health care facility.
    l. Describe procedures used by a surgical team when preparing and cleaning a surgical room according to the policy of the health care facility.
    m. Describe the careers available in central supply including job description, credentials, and education.
    n. Describe biomedical and engineering careers in health care.

    *Related Academic Topics (See Appendix A):*

    *C1, C4, C6*
    *S8*

    *Workplace Skills (See Appendix B):*

    *WP2, WP3, WP6*

12. Assess animal health careers by utilizing medical terminology and basic skills in exploring specific careers in animal health.
    a. Define five medical terms related to animal health care including prefixes, suffixes, and root words.
    b. Greet clients and obtain animal health history according to health care facility guidelines.
    c. Identify basic veterinary instruments including five common instruments.
    d. Demonstrate two methods of animal restraint including muzzle and bag methods.

    *Related Academic Topics (See Appendix A):*

    *C1, C6*

    *S8*

    *Workplace Skills (See Appendix B):*

    *WP2, WP3, WP6*

# SECTION II:

# CURRICULUM GUIDE

# FOR

# SECONDARY ALLIED HEALTH

# ALLIED HEALTH CLUSTER I

**ALLIED HEALTH CLUSTER I**
**UNIT 1: COURSE OVERVIEW** **(5 days)**

**Competencies and Suggested Objectives:**

1. Review material related to course and professional organizations.
   a. Identify student and course expectations.
   b. Identify allied health professional student organizations.
   c. Demonstrate effective teamwork skills.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*

   *Workplace Skills (See Appendix B):*
   *WP2*
2. Apply communications in health care.
   a. Identify the three main factors required for the communication process.
   b. Identify four factors which can interfere with the communication process.
   c. Utilize effective communication skills.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3*

***Suggested Teaching Strategies:***

1. *Review material related to course and professional organizations.*
   a. *Provide students with a copy of the school handbook, classroom regulations, and other related material.*
   b. *Show HOSA videos, and conduct lecture and class discussion.*
   c. *Conduct class discussion, role-plays, and group activities/presentations.*
2. *Apply communications in health care.*
   a. *Conduct lecture/discussion, role-plays, communication games, and small group activities/presentations.*
   b. *Conduct role-plays, lecture/discussion, use audio-visual materials.*
   c. *Conduct role-plays, lecture/discussion, and group activities/presentations.*

***Suggested Assessment Strategies:***

1. *Review material related to course and professional organizations.*
   a. *Complete written assignments.*
   b. *Participate in class discussions and complete written assignments.*
   c. *Participate in class discussions, role-plays, and group activities/presentations.*

2. *Apply communications in health care.*
   a. *Participate in class discussions, role-plays, communication games, and group activities/presentations.*
   b. *Participate in role-plays, and class discussions*
   c. *Participate in role-plays, and class discussions.*
3. *Unit test.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Health Occupations Students of America (HOSA). HOSA Handbook: Section B:, National Competitive Events Program. (Revised Edition). Irving, TX: Author, 1994.

Health Occupations Students of America (HOSA). Video

Health Occupations Students of America (HOSA). Learn, Grow, and Become. Irving, TX: Author.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occuaptions Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occuaptions Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

## ALLIED HEALTH CLUSTER I
## UNIT 2: CAREER AWARENESS AND EXPLORATION (8 days)

**Competencies and Suggested Objectives:**

1. Develop individual career awareness in the health care industry.
   a. Describe careers in health care administration.
   b. Describe careers in direct health care.
   c. Describe careers in the dental field.
   d. Describe careers in the therapeutic area.
   e. Describe careers in the diagnostic area.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*

   *Workplace Skills (See Appendix B):*
   *WP2*

***Suggested Teaching Strategies:***

1. *Develop individual career awareness in the health care industry.*
   a. *Guest speakers, lecture/discussion, clinical tours, audio-visual materials, written assignment, oral report, and career computer software (if available).*
   b. *Guest speakers, lecture/discussion, clinical tours, audio-visual materials, written assignment, oral report, and career computer software.*
   c. *Guest speakers, lecture/discussion, clinical tours, audio-visual materials, written assignment,oral report, and career computer software.*
   d. *Guest speakers, lecture/discussion, clinical tours, audio-visual materials, written assignment, oral report, and career computer software.*
   e. *Guest speakers, lecture/discussion, clinical tours, audio-visual materials, written assignment, oral report, and career computer software.*

***Suggested Assessment Strategies:***

1. *Develop individual career awareness in the health care industry.*
   a. *Participate in class discussion and class activities, complete written assignment, and conduct oral presentations.*
   b. *Participate in class discussion and class activities, complete written assignment, and conduct oral presentations.*
   c. *Participate in class discussion and class activities, complete written assignment, and conduct oral presentations.*
   d. *Participate in class discussion and class activities, complete written assignment, and conduct oral presentations.*

*e. Participate in class discussion and class activities, complete written assignment, and conduct oral presentations.*

*2. Unit test.*

**Suggested References:**

Careers Video and/or Software (generic).

Choices. (Software Package). Ogdensburg, NY: Careerware, !MS Information Systems Management Corporation.

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY. Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY. Delmar Publishers, Inc. 1993.

## ALLIED HEALTH CLUSTER I
## UNIT 3: MEDICAL, LEGAL, AND ETHICAL RESPONSIBILITY (10 days)

**Competencies and Suggested Objectives:**

1. Explain professional ethics and legal responsibility.
   a. Explain professional ethics and legal responsibility including negligence, malpractice, and health occupation code of conduct.
   b. Define confidentiality.
   c. Identify and explain the rules of ethics.
   d. Identify and explain torts.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3*
2. Explain client's rights.
   a. Provide security for client's personal possessions.
   b. Provide care for client's personal possessions.
   c. Report improper care to include negligence, unethical conduct, etc.
   d. Report abuse to include physical, verbal, and psychological.
   e. Identify ways to promote client's rights and privacy.
   f. Respect client.
   g. Define living wills, advance directives, and organ donations.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*

   *Workplace Skills (See Appendix B):*
   *WP3*

***Suggested Teaching Strategies:***

*1. Explain professional ethics and legal responsibility.*
   *a. Lecture/discussion, guest speakers, role-play and simulations, audio-visuals, clinical tour, and computer software.*
   *b. Lecture/discussion, guest speakers, role-play and simulations, audio-visuals, clinical tour, and computer software.*
   *c. Lecture/discussion, guest speakers, role-play and simulations, audio-visuals, clinical tour, and computer software.*
   *d. Lecture/discussion, guest speakers, role-play and simulations, audio-visuals, clinical tour, and computer software.*

2. *Explain client's rights.*
   a. *Lecture/discussion, role-playing and simulations, audio-visuals, clinical tour, and computer software.*
   b. *Lecture/discussion, role-playing and simulations, audio-visuals, clinical tour, and computer software.*
   c. *Lecture/discussion, role-playing and simulations, audio-visuals, clinical tour, and computer software.*
   d. *Lecture/discussion, role-playing and simulations, audio-visuals, clinical tour, and computer software.*
   e. *Lecture/discussion, role-playing and simulations, audio-visuals, clinical tour, and computer software.*
   f. *Lecture/discussion, role-playing and simulations, audio-visuals, clinical tour, and computer software.*
   g. *Lecture/discussion, audio-visuals, simulations, role-play, and written assignments.*
3. *Unit test.*

***Suggested Assessment Strategies:***

1. *Explain professional ethics and legal responsibility.*
   a. *Participate in class discussion, role-plays, simulations, class activities, written assignments, etc.*
   b. *Participate in class discussion, role-plays, simulations, class activities, written assignments, etc.*
   c. *Participate in class discussion, role-plays, simulations, class activities, written assignments, etc.*
   d. *Participate in class discussion, role-plays, simulations, class activities, written assignments, etc.*
2. *Explain client's rights.*
   a. *Participate in class discussion, simulations, activities, and written assignment.*
   b. *Participate in class discussion, simulations, activities, and written assignment.*
   c. *Participate in class discussion, simulations, activities, and written assignment.*
   d. *Participate in class discussion, simulations, activities, and written assignment.*
   e. *Participate in class discussion, simulations, activities, and written assignment.*
   f. *Participate in class discussion, simulations, activities, and written assignment.*
   g. *Participate in class discussion, simulations, role-play, and written assignments.*
3. *Unit test on professional ethics and legal responsibility.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Hegner, Barbara R. and Esther Caldwell. Nursing Assistant: A Nursing Process Approach. (6th ed.). Albany, NY: Delmar, 1992.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc., 1993.

Sorrentino, Sheila A., and Hogan, Jean. Long Term Care Assistants. (2nd ed.). St. Louis: Mosby, 1994.

Walston, Elizabeth J. and Walston, Keith E. A Nurse Aide in Long-Term Care. Delmar: Albany, NY: 1995.

Confidentiality (video).

Ethics and Legal Responsibility (video or software).

Patient/Resident Rights: The Art of Caring (video).

Admission and Discharge (video).

**ALLIED HEALTH CLUSTER I**
**UNIT 4: UNIVERSAL PRECAUTIONS** **(5 days)**

**Competencies and Suggested Objectives:**

1. Utilize universal precautions.
   a. Explain importance of universal precautions in life practices and health care.
   b. Explain the state and federal government's role in universal precautions.
   c. Relate universal precautions to the transmission of infectious diseases including HIV, AIDS, HBV, and TB.
   d. Demonstrate hand-washing technique.
   e. Demonstrate donning and removing clean gloves.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2*

***Suggested Teaching Strategies***

1. *Utilize universal precautions.*
   a. *Lecture/discussion, guest speakers, clinical tours, audio-visual materials, and written assignments.*
   b. *Lecture/discussion, guest speakers, clinical tours, audio-visual materials, and written assignments.*
   c. *Lecture/discussion, guest speakers, clinical tours, audio-visual materials, and written assignments.*
   d. *Lecture/discussion, guest speakers, clinical tours, audio-visual materials, teacher demonstration, student practice, and written assignments.*
   e. *Lecture/discussion, audio-visual materials, teacher demonstration, student practice, and written assignments.*

***Suggested Assessment Strategies:***

1. *Utilize universal precautions.*
   a. *Participate in class discussion, activities, and written assignments.*
   b. *Participate in class discussion, activities, and written assignments.*
   c. *Participate in class discussion, activities, and written assignments.*
   d. *Participate in class discussion, activities, student performance, and written assignments.*

*e. Participate in class discussion, activities, student performance, and written assignments.*

*2. Unit test on universal precautions.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Bloodborne Pathogens- In-Hospital Care (video).

Communicable Disease, Documentation, HIV Infection (software).

Universal Precautions (video or software).

**ALLIED HEALTH CLUSTER I**
**UNIT 5: SAFETY** **(15 days)**

**Competencies and Suggested Objectives:**

1. Recognize safety procedures and policies.
   a. Describe basic safety procedures.
   b. Describe accident prevention methods and disaster plans.
   c. Provide a safe environment.
   d. Provide a clean environment.
   e. Follow facility policies.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2*
2. Perform basic safety procedures.
   a. Assist with basic emergency procedures to include falls, seizures, fainting.
   b. Attain Class C certification in cardiopulmonary resuscitation.
   c. Demonstrate procedures of first aid for sudden illness and accidents.
   d. Demonstrate body mechanics.
   e. Demonstrate and/or explain correct procedures for transfer equipment including wheelchair, stretcher, and mechanical/pneumatic lift.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP6*

***Suggested Teaching Strategies:***

*1. Recognize safety procedures and policies.*
   *a. Lecture/discussion, guest speakers, clinical tours, audio-visual materials, and written assignments.*
   *b. Lecture/discussion, guest speakers, audio-visual materials, and written assignments.*
   *c. Lecture discussion, guest speakers, clinical tours, audio-visual materials, simulations, and written assignments.*
   *d. Lecture/discussion, guest speakers, clinical tours, audio-visual materials, simulations, and written assignments.*
   *e. Lecture/discussion, guest speakers, clinical tours, audio-visual materials, simulation and role-play, and written assignments.*

2. *Perform basic safety procedures.*
   a. *Lecture/discussion, guest speakers, audio-visual materials, teacher demonstration, and written assignments.*
   b. *Lecture/discussion, guest speakers, audio-visual materials, teacher demonstration, simulations, and written assignments.*
   c. *Lecture/discussion, guest speakers, audio-visual materials, teacher demonstration, simulation and role-play activities, and written assignments.*
   d. *Lecture/discussion, audio-visual materials, teacher demonstration, simulations, and written assignments.*
   e. *Lecture/discussion, guest speakers, audio-visual materials, teacher demonstration, simulations, and written assignments.*

***Suggested Assessment Strategies:***

1. *Recognize safety procedures and policies.*
   a. *Participate in class discussion, simulations, and written assignments.*
   b. *Participate in class discussion, simulations, and written assignments.*
   c. *Participate in class discussion, simulations, and written assignments.*
   d. *Participate in class discussion, simulations, and written assignments.*
   e. *Participate in class discussion, role-plays, simulations, and written assignments.*
2. *Perform basic safety procedures.*
   a. *Participate in class discussion, simulations, student performance, and written assignments.*
   b. *Participate in class discussion, simulations, student performance, and written assignments.*
   c. *Participate in class discussion, simulations, student performance, and written assignments.*
   d. *Participate in class discussion, simulations, student performance, and written assignments.*
   e. *Participate in class discussion, simulations, student performance, and written assignments.*
3. *Unit test on safety.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishing, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishing, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishing, Inc., 1993.

Lifting, Turning, and Moving Safely (video).

Cardiopulmonary Resuscitation (software).

Basic First Aid (video).

## ALLIED HEALTH CLUSTER I
## UNIT 6: MEDICAL TERMINOLOGY (5 days)

**Competencies and Suggested Objectives:**

1. Recognize and use medical terminology.
   a. Demonstrate the use of medical references to spell medical terms correctly.
   b. Spell designated medical terms correctly.
   c. Define and divide medical terms into root words, prefixes, and suffixes.
   d. Interpret the common medical abbreviations and symbols including meanings, and uses.
   e. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C5, C6*
   *S1, S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP4*

***Suggested Teaching Strategies:***

1. *Recognize and use medical terminology.*
   a. *Lecture/discussion, medical reference books, computer software, teacher demonstration, and written assignments.*
   b. *Lecture/discussion, audio-visual materials, computer software, teacher demonstration, and written assignments.*
   c. *Lecture/discussion, audio-visual materials, computer software, teacher demonstration, and written assignments.*
   d. *Lecture/discussion, audio-visual materials, computer software, and written assignments.*
   e. *Lecture/discussion, audio-visual materials, computer software, teacher demonstration, and written assignments.*

***Suggested Assessment Strategies:***

1. *Recognize and use medical terminology.*
   a. *Participate in class discussion, simulations, student performance, and written assignments.*
   b. *Participate in class discussion, simulations, student performance, and written assignments.*
   c. *Participate in class discussion, simulations, student performance, and written assignments.*

*d. Participate in class discussion, simulations, student performance, and written assignments.*

*e. Participate in class discussion, simulations, student performance, and written assignments.*

*2. Unit test in medical terminology.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Glanze, Walter D. (Editor). Mosby's Medical and Nursing Dictionary. (3rd ed.). St. Louis: C.V. Mosby Co., 1990.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publications, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publications, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publications, Inc., 1993.

Dean Vaughn Learning System: Medical Terminology.

Medical Software.

Medical Terminology (software).

Exploring Medical Language: A Student Directed Approach (software).

## ALLIED HEALTH CLUSTER I
## UNIT 7: BODY STRUCTURE AND FUNCTION AND APPLIED SKILLS (99 days)

**Competencies and Suggested Objectives:**

1. Recognize the structure and functions of each organ system and apply related basic skills.
   a. Interpret the basic organization of the body.
   b. Interpret the basic structures and functions of the integumentary system.
      i. Define terms associated with purposes of patient hygiene.
      ii. Demonstrate how to give patient hygiene.
      iii. Demonstrate how to give a back rub.
      iv. Perform bed making skills to include occupied, unoccupied, and surgical.
   c. Interpret the basic structures and functions of the musculoskeletal system.
      i. Explain ways to prevent complications of muscular and skeletal systems.
   d. Interpret the basic structures and functions of the circulatory system.
      i. Define, locate, and check the four main vital signs.
   e. Interpret the basic structures and functions of the respiratory system.
   f. Interpret the basic structures and functions of the digestive system.
      i. Define terms associated with nutrition.
      ii. Identify the basic food groups with examples of each.
      iii. Describe types of therapeutic diets.
      iv. Demonstrate how to assist/feed a patient with a disability.
   g. Interpret the basic structures and functions of the urinary system.
      i. Define terms associated with intake and output.
      ii. Convert intake and output measurements into metric equivalents.
      iii. Demonstrate how to measure intake and output.
   h. Interpret the basic structures and functions of the nervous system.
   i. Demonstrate procedures for a neurological exam.
   j. Interpret the basic structures and functions of the sensory system.
   k. Interpret the basic structures and functions of the reproductive system.
      i. Explain perineal care.
      ii. Check breast models for tumors.
      iii. Check testicles models for tumors.
   l. Interpret the basic structures and functions of the endocrine system.

*Related Academic Topics (See Appendix A):*
*C1, C2, C5, C6*
*M4*
*S1, S8*
*Workplace Skills (See Appendix B):*
*WP2, WP3, WP4*

***Suggested Teaching Strategies:***

1. *Recognize the structure and functions of each organ system and apply related basic skills.*
   a. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*
   b. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*
      i. *Lecture/discussion, audio-visual materials, and written assignments.*
      ii. *Lecture/discussion, audio-visual materials, teacher demonstration, and written assignments.*
      iii. *Lecture/discussion, audio-visual materials, teacher demonstration, and written assignments.*
      iv. *Lecture/discussion, audio-visual materials, simulations, teacher demonstration, and written assignments.*
   c. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*
      i. *Lecture/discussion, audio-visual materials, and written assignments.*
   d. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*
      i. *Lecture/discussion, audio-visual materials, teacher demonstration, simulations, and written assignments.*
   e. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*
   f. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*
      i. *Lecture/discussion, audio-visual materials, and written assignments.*
      ii. *Lecture/discussion, audio-visual materials, and written assignments.*
      iii. *Lecture/discussion, audio-visual materials, and written assignments.*
      iv. *Lecture/discussion, audio-visual materials, teacher demonstration, simulations, and written assignments.*
   g. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*
      i. *Lecture/discussion, audio-visual materials, and written assignments.*
      ii. *Lecture/discussion, audio-visual materials, teacher demonstration, and written assignments.*

iii. *Lecture/discussion, audio-visual materials, teacher demonstration, and written assignments.*

h. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*

i. *Lecture/discussion, audio-visual materials, teacher demonstration, and written assignments.*

j. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*

k. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*

i. *Lecture/discussion, audio-visual materials, and written assignments.*

ii. *Lecture/discussion, teacher demonstration, simulations, and written assignments.*

iii. *Lecture/discussion, teacher demonstration, simulations, and written assignments.*

l. *Lecture/discussion, audio-visual materials, computer software, simulations, and written assignments.*

***Suggested Assessment Strategies:***

1. *Recognize the structure and functions of each organ system and apply related basic skills.*

a. *Participate in class discussion, simulations, and written assignments.*

b. *Participate in class discussion, simulations, and written assignments.*

i. *Participate in class discussion, simulations, and written assignments.*

ii. *Participate in class discussion, simulations, student performance, and written assignments.*

iii. *Participate in class discussion, simulations, student performance, and written assignments.*

iv. *Participate in class discussion, simulations, student performance, and written assignments.*

c. *Participate in class discussion, simulations, and written assignments.*

i. *Participate in class discussion, and written assignments.*

d. *Participate in class discussion, simulations, and written assignments.*

e. *Participate in class discussion, simulations, and written assignments.*

f. *Participate in class discussion, simulations, and written assignments.*

i. *Participate in class discussion, and written assignments.*

ii. *Participate in class discussion, and written assignments.*

iii. *Participate in class discussion, and written assignments.*

iv. *Participate in class discussion, student performance, and written assignments.*

g. *Participate in class discussion, simulations, and written assignments.*

i. *Participate in class discussion, and written assignments.*

ii. *Participate in class discussion, and written assignments.*

*iii. Participate in class discussion, student performance, and written assignments.*

*h. Participate in class discussion, simulations, and written assignments.*

*i. Participate in class discussion, student performance, and written assignments.*

*j. Participate in class discussion, simulations, and written assignments.*

*k. Participate in class discussion, simulations, and written assignments.*

*i. Participate in class discussion, simulations, and written assignments.*

*ii. Participate in class discussion, simulations, student performance, and written assignments.*

*iii. Participate in class discussion, simulations, student performance, and written assignments.*

*l. Participate in class discussion, simulations, and written assignments.*

*2. Unit test on body structure and functions.*

**Suggested References:**

Cornett, Frederick. A Modern Physiology. Chamblee, GA: Holt, Rinehart & Winston, 1982.

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Health Occupations Students of America (HOSA). HOSA Handbook: Section B:, National Competive Events Program. (Revised Edition). Irving, TX: Author, 1994.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publications, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publications, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publications, Inc., 1993.

Anatomy and Physiology Series (video).

Giving the Bed Bath, Trainer (video).

Bodyworks (software).

Feed A Patient (video).

Nutrient Analysis System (software).

Cardiovascular Fitness Lab (software).

Temperature, Pulse, Respiration (video).

Blood Pressure (video).

Perineal Care (video).

Medical Office Procedure (software).

Menu Planning (software).

Food Pyramid (software).

**ALLIED HEALTH CLUSTER I**
**UNIT 8: HUMAN GROWTH AND DEVELOPMENT** **(10 days)**

**Competencies and Suggested Objectives:**

1. Explain stages of normal growth and development throughout the lifespan.
   a. Identify two physical, mental, emotional, and social developmental characteristics.
   b. Recognize the ways in which life stages affect an individual's needs.
   c. Describe the five stages of grief and the role of the health care worker in each stage.
   d. Discuss religious practices associated with health needs throughout the lifespan.
   e. Name two purposes of hospice care.
   f. Define what is meant by the "right to die."
   g. State examples for each of the five basic groups of needs.
   h. Relate leading causes of death, diseases, and disabilities to each stage of development.
   i. Define euthanasia and discuss the effect of the terminally ill on their survivors.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *Workplace Skills (See Appendix B):*
   *WP2, WP6*

***Suggested Teaching Strategies:***

*1. Explain stages of normal growth and development throughout the lifespan.*
   *a. Lecture/discussion, guest speakers, audio-visual materials, and written assignments.*
   *b. Lecture/discussion, audio-visual materials, and written assignments.*
   *c. Lecture/discussion, guest speaker, audio-visual materials, simulations, and written assignments.*
   *d. Lecture/discussion, guest speaker, audio-visual materials, and written assignments.*
   *e. Lecture/discussion, guest speaker, clinical tour, audio-visual materials, and written assignments.*
   *f. Lecture/discussion, audio-visual materials, and written assignments.*
   *g. Lecture/discussion, audio-visual materials, and written assignments.*
   *h. Lecture/discussion, audio-visual materials, and written assignments.*
   *i. Lecture/discussion, audio-visual materials, and written assignments.*

***Suggested Assessment Strategies:***

1. *Explain stages of normal growth and development throughout the lifespan.*
   a. *Participate in class discussion, and written assignments.*
   b. *Participate in class discussion, and written assignments.*
   c. *Participate in class discussion, simulations, and written assignments.*
   d. *Participate in class discussion, and written assignments.*
   e. *Participate in class discussion, activities, and written assignments.*
   f. *Participate in class discussion, and written assignments.*
   g. *Participate in class discussion, and written assignments.*
   h. *Participate in class discussion, and written assignments.*
   i. *Participate in class discussion, and written assignments.*

**Suggested References:**

Cornett, Frederick. A Modern Physiology. Chamblee, GA: Holt, Rinehart & Winston, 1982.

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

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Simmers, Louise. Diversified Health Occupations Teachers Resource Kit. (3rd ed.). Albany, NY: Delmar Publications, Inc., 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publications, Inc., 1993.

Right to Die (video).

# ALLIED HEALTH CLUSTER II

**ALLIED HEALTH CLUSTER II**
**UNIT 1: COMPUTERS IN THE HEALTH CARE SYSTEM** **(10 days)**

**Competencies and Suggested Objectives:**

1. Assess computers in health care by utilizing medical terminology and basic skills in exploring specific computer-based careers.
   a. Define terms associated with computers in the health care system.
   b. Describe computer-based careers available in health care.
   c. Identify the components of a computer including hardware, software, input devices, central processing unit, output devices, and CD-Rom.
   d. Recognize computer applications currently being used in today's health care system, including direct and indirect care aspects.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2*

***Suggested Teaching Strategies:***

1. *Assess computers in health care by utilizing medical terminology and basic skills in exploring specific computer-based careers.*
   a. *Lecture/discussion, written/oral report, written assignments, audio-visual, and computer software.*
   b. *Lecture/discussion, written/oral report, written assignments,clinical shadowing/tours, and computer software.*
   c. *Lecture/discussion, written/oral report, written assignments, audio-visual, and computer software.*
   d. *Lecture/discussion, written/oral report, written assignments, audio-visual, and computer software.*

***Suggested Assessment Strategies:***

1. *Assess computers in health care by utilizing medical terminology and basic skills in exploring specific computer-based careers.*
   a. *Participate in class discussions, written/oral reports, and written assignments.*
   b. *Participate in class discussions, written/oral reports, and activities.*
   c. *Participate in class discussions, and written/oral reports.*
   d. *Participate in class discussions, written/oral reports, and other written assignments.*
2. *Unit test.*

**Suggested References:**

Choices. (software). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, 1993.

**ALLIED HEALTH CLUSTER II**
**UNIT 2: THERAPEUTIC HEALTH CARE CAREERS** **(20 days)**

**Competencies and Suggested Objectives:**

1. Assess the therapeutic careers by utilizing medical terminology and basic skills in exploring specific therapeutic careers.

   General Therapeutic:
   a. Interpret the definitions of ten terms relating to therapeutic health care including prefixes, suffixes, and root words.
   b. Assess the function of the therapeutic health care team according to the policy of the health care facility.

   Physical Therapy:
   a. Demonstrate the four point, three point, two point swing to, and swing through crutch walking techniques while observing all safety precautions.
   b. Demonstrate the use of a cane and walker while observing all safety precautions.
   c. Perform range of motion exercises including active and passive procedures.
   d. Apply hot, cold, and moist compresses while observing all safety precautions according to the policy of the health care facility.
   e. Apply cast care knowledge and safety to clinical situations.
   f. Identify traction care assessment.
   g. Demonstrate transfer of a patient using a stretcher and wheelchair, utilizing proper body mechanics.
   h. Recognize proper transfer techniques and safety with mechanical/pneumatic lift.
   i. Demonstrate correct turning-positioning for proper body alignment to include side-lying, supine, and prone positions.

   Opticinary:
   a. Perform vision screening including visual acuity and color blindness according to the policy of the health care facility.
   b. Explain care and correct method of contact wear according to the policy of the health care facility.
   c. Identify methods necessary for the assistance and safety of the visually impaired client.

Audiology:

a. Determine two methods of screening for hearing defects according to current audiology practices.
b. Identify methods necessary for the assistance and safety of the hearing impaired client.

Pharmacology:

a. Interpret five common drug classifications with actions using the Physician's Desk Reference (PDR).
b. Determine the components of a drug prescription and the authorized issuer according to pharmacological standards.

Respiratory Therapy:

a. Differentiate among three common respiratory treatments including oxygenated and non-oxygenated treatments.
b. Recognize the structures that comprise the respiratory system including upper and lower airway.
c. Define the relationship of respiratory care services to the overall medical organizational structure in a hospital, including scope of services performed.

*Related Academic Topics (See Appendix A):*

*C1, C4, C6*
*S1, S8*

*Workplace Skills (See Appendix B):*

*WP2, WP3*

***Suggested Teaching Strategies:***

*Review universal precautions.*

1. *Assess the therapeutic careers by utilizing medical terminology and basic skills in exploring specific therapeutic careers.*

*General:*

*a. Lecture/discussion, written assignments, computer software, and audio-visuals.*
*b. Lecture/discussion, written assignments, guest speakers, clinical shadowing/ tours, audio-visuals, and written/oral reports.*

*Physical Therapy:*

*a. Lecture/discussion and teacher demonstration.*
*b. Lecture/discussion and teacher demonstration.*
*c. Lecture/discussion, teacher demonstration, and audio-visuals.*
*d. Lecture/discussion and teacher demonstration.*

e. *Lecture/discussion, written assignments, and audio-visuals.*
f. *Lecture/discussion, written assignments, and audio-visuals.*
g. *Lecture/discussion, written assignments, audio-visuals, and teacher demonstration.*
h. *Lecture/discussion, written assignments, audio-visuals, simulations, and teacher demonstration.*
i. *Lecture/discussion, written assignments, audio-visuals, simulations, and teacher demonstration.*

*Opticinary:*
a. *Lecture/discussion, teacher demonstration, and written assignments.*
b. *Lecture/discussion, written assignments, and oral/written reports.*
c. *Lecture/discussion, written assignments, and oral/written reports.*

*Audiology:*
a. *Lecture/discussion, written assignments, and oral/written report.*
b. *Lecture/discussion, written assignments, and oral/written report.*

*Pharmacology:*
a. *Lecture/discussion, written assignments, computer software, and PDR assignments.*
b. *Lecture/discussion and written assignments.*

*Respiratory Therapy:*
a. *Lecture/discussion, written assignments, computer software, and audio-visuals.*
b. *Lecture/discussion, written assignments, computer software, and audio-visuals.*
c. *Lecture/discussion, written assignments, clinical shadowing/tours, and oral/written reports.*

***Suggested Assessment Strategies:***

1. *Assess the therapeutic careers by utilizing medical terminology and basic skills in exploring specific therapeutic careers.*

*General:*
a. *Participate in class discussion and written assignments.*
b. *Participate in class discussion, written assignments, and oral/written reports.*

*Physical Therapy:*
a. *Participate in class discussion and student performance.*
b. *Participate in class discussion and student performance.*

c. *Participate in class discussion and student performance.*
d. *Participate in class discussion and student performance.*
e. *Participate in class discussion and written assignments.*
f. *Participate in class discussion and written assignments.*
g. *Participate in class discussion, student performance, and written assignments.*
h. *Participate in class discussion and written assignments.*
i. *Participate in class discussion, written assignments, and student performance.*

*Opticinary:*
a. *Participate in class discussion, student performance, and written assignments.*
b. *Participate in class discussion, student performance, written assignments, and oral/written reports.*
c. *Participate in class discussion, written assignments, and oral/written reports.*

*Audiology:*
a. *Participate in class discussion, written assignments, and oral/written reports.*
b. *Participate in class discussion, written assignments, and oral/written reports.*

*Pharmacology:*
a. *Participate in class discussion and written assignments.*
b. *Participate in class discussion and written assignments.*

*Respiratory Therapy:*
a. *Participate in class discussion and written assignments*
b. *Participate in class discussion and written assignments.*
c. *Participate in class discussion, written assignments, and oral/written reports.*

2. *Unit test on therapeutic health care careers.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Health Occupations Students of America (HOSA). HOSA Handbook: Section B: National Competitive Events Program. (Revised Edition). Irving, TX: Author, 1994.

Health Occupations Students of America (HOSA). HOE Clinical Rotation. Irving, TX: Author, 1994.

Occupational Safety and Health Administration. Guidelines and Rules for Universal Health Precautions. Washington, D.C.: U.S. Government Printing Office. Physician's Desk Reference. (49th ed.). Oradell, NJ: Medical Economics Company Inc. 1995.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health OccupationsTeacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Positioning/Range of Motion (video).

**ALLIED HEALTH CLUSTER II**
**UNIT 3: EMERGENCY HEALTH CARE CAREERS** **(8 days)**

**Competencies and Suggested Objectives:**

1. Assess emergency health care careers by utilizing medical terminology and basic skills in exploring specific emergency health care careers.
   a. Define five terms related to emergency health care including root words, prefixes, and suffixes.
   b. Specify the role of the emergency health care team including personal qualities, job description, levels of education, and required credentials.
   c. Qualify for recertification in CPR/sudden illness according to current guidelines including infant, children, adolescent, and adult groups.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *S1, S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP6*

***Suggested Teaching Strategies:***

1. *Assess emergency health care careers by utilizing medical terminology and basic skills in exploring specific emergency health care careers.*
   a. *Lecture/discussion, written assignments, audio-visual, and computer software.*
   b. *Lecture/discussion, written assignments, guest speaker, ambulance tour, shadowing, audio-visual, computer software, written/oral reports, and review universal precautions.*
   c. *Lecture/discussion, written assignments, audio-visual, and teacher demonstration.*

***Suggested Assessment Strategies:***

1. *Assess emergency health care careers by utilizing medical terminology and basic skills in exploring specific emergency health care careers.*
   a. *Participate in class discussion and written assignments.*
   b. *Participate in class discussion, written assignments, and written/oral reports.*
   c. *Participate in class discussion, written assignments, and student performance.*
2. *Unit test.*

**Suggested References:**

Choices. (software). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation.

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Henry, Mark C., Stapleton, Edward R., Judd, Richard L., Teaching Guide for Prehospital Care. W. B. Saunders Co., Philadelphia, PA, 1992.

Health Occupations Students of America (HOSA). HOSA Handbook: Section B: National Competitive Events Program. (Revised Edition). Irving, TX: Author, 1994.

Occupational Safety and Health Administration. Guidelines and Rules for Universal Health Precautions. Washington, D.C.: U.S. Government Printing Office.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

CPR Series (video).

CPR (software).

## ALLIED HEALTH CLUSTER II
## UNIT 4: PSYCHOSOCIAL HEALTH CARE CAREERS (10 days)

**Competencies and Suggested Objectives:**

1. Assess psychosocial health care careers by utilizing medical terminology and basic knowledge in exploring specific psychosocial careers.
   a. Define five terms related to psychosocial health care including root words, prefixes and suffixes.
   b. Describe the role and function of the psychosocial health care team including the personal qualities, level of education, and required credentials.
   c. Define and describe psychoneurotic disorders including the most common types, and interacting with a client and reinforcing behavior management.
   d. Define and describe psychosis including the most common types.
   e. Describe procedures for use of physical and environmental restraints used in mental health.
   f. Identify techniques of reality orientation including person, place, and time.
   g. Develop a communication and behavior management plan to reinforce the emotional and physical support needs of the elderly if confused, disoriented, angry, or lonely.
   h. Describe the careers available in funeral services including job description, credentials, and education.
   i. Identify five common terms of funeral services including root words, prefixes, and suffixes.
   j. Explain the procedures to prepare the dead human body for a funeral according to the policy of the health care facility.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *S1, S8*
   *Workplace Skills (See Appendix B):*
   *WP2, WP 3, WP6*

***Suggested Teaching Strategies:***

1. *Assess psychosocial health care careers by utilizing medical terminology and basic knowledge in exploring specific psychosocial careers.*
   *a. Lecture/discussion, written assignments, audio-visual, and computer software.*
   *b. Lecture/discussion, computer software, written assignments, audio-visual, guest speaker, shadowing, and review universal precautions.*
   *c. Lecture/discussion, written assignments, and role-play/teamwork.*
   *d. Lecture/discussion, written assignments, and role-play/teamwork.*

e. *Lecture/discussion and written assignments.*
f. *Lecture/discussion, written assignments, and posters/crafts (calendars, clocks, reality orientation boards).*
g. *Lecture/discussion, written assignments, clinical experience, role-play, and written reports.*
h. *Lecture/discussion, computer software, written assignments, audio-visual, and guest speaker, shadowing.*
i. *Lecture/discussion and written assignments.*
j. *Lecture/discussion and written assignments.*

***Suggested Assessment Strategies:***

1. *Assess psychosocial health care careers by utilizing medical terminology and basic knowledge in exploring specific psychosocial careers.*
   a. *Participate in class discussion and written assignments.*
   b. *Participate in class discussion, activities, and written assignments.*
   c. *Participate in class discussion, written assignments, team participation, and role-play.*
   d. *Participate in class discussion, written assignments, team participation, and role-play.*
   e. *Participate in class discussion and written assignments.*
   f. *Participate in class discussion, written assignments, and poster/craft assignment.*
   g. *Participate in class discussion, written assignments, role-play, and written reports.*
   h. *Participate in class discussion, activities, and written assignments.*
   i. *Participate in class discussion and written assignments.*
   j. *Participate in class discussion and written assignments.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Glanze, Walter D. (Editor). Mosby's Medical and Nursing Dictionary. (3rd ed.). St. Louis: C.V. Mosby Co., 1990.

Occupational Safety and Health Administration. Guidelines and Rules for Universal Health Precautions. Washington, D.C.: U.S. Government Printing Office.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Sorrentino, Sheila; and Hogan, Jean. Long Term Care Assistants. (2nd ed.). Mosby Publishers, St. Louise 1994.

Communications: Nurse-Patient Relationships (video).

**ALLIED HEALTH CLUSTER II**
**UNIT 5: PATIENT CONTACT CARE CAREERS** **(15 days)**

**Competencies and Suggested Objectives:**

1. Develop patient contact care skills by utilizing medical terminology and basic skills in a health care setting.
   a. Demonstrate how to don and remove sterile gloves using sterile technique.
   b. Demonstrate how to open sterile packages without contaminating contents using sterile technique.
   c. Prepare a basic sterile dressing tray without contamination using sterile technique.
   d. Identify basic supplies used for dressing change including forceps, sterile scissors, and gauze.
   e. Demonstrate donning and removing isolation mask, eye shields, cap, gown, goggles, and cover shoes according to health care facility policy.
   f. Demonstrate double bagging technique and isolation technique according to health care facility policy.
   g. Define three general principles of isolation, three purposes of isolation, and five types of isolation according to CDC/OSHA guidelines.
   h. Demonstrate how to clean a patient unit after discharge.
   i. Describe major types of physical exams including general, gynecological, and ENT.
   j. Describe assessment techniques used in a physical exam including auscultation, percussion, observation, and palpation.
   k. Demonstrate measurement of height and weight according to health care facility guidelines.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C4, C6*
   *M4*
   *S1, S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP6*

***Suggested Teaching Strategies:***

1. *Develop patient contact care skills by utilizing medical terminology and basic skills in a health care setting.*
   a. *Lecture/discussion, clinical experience, teacher demonstration, audio-visual, laboratory activity, and review universal precautions.*
   b. *Lecture/discussion, teacher demonstration, audio-visual, and laboratory activity.*

c. *Lecture/discussion, teacher demonstration, audio-visual, and laboratory activity.*
d. *Lecture/discussion and audio-visual.*
e. *Lecture/discussion, teacher demonstration, audio-visual, and laboratory activity.*
f. *Lecture/discussion, teacher demonstration, audio-visual, and laboratory activity.*
g. *Lecture/discussion and written assignments.*
h. *Lecture/discussion, guest speaker, clinical tour, audio-visual, teacher demonstration, student practice, and written assignment.*
i. *Lecture/discussion and audio-visual.*
j. *Lecture/discussion, teacher demonstration, laboratory activity, and written assignments.*
k. *Lecture/discussion, teacher demonstration, and laboratory activity.*

***Suggested Assessment Strategies:***

1. *Develop patient contact care skills by utilizing medical terminology and basic skills in a health care setting.*
   a. *Participate in discussion, clinical experience, student performance, and laboratory activity.*
   b. *Participate in discussion, clinical experience, student performance, and laboratory activity.*
   c. *Participate in discussion, clinical experience, student performance, and laboratory activity.*
   d. *Participate in discussion, clinical experience, and written assignments.*
   e. *Participate in discussion, clinical experience, student performance, and laboratory activity.*
   f. *Participate in discussion, clinical experience, student performance, and laboratory activity.*
   g. *Participate in discussion, clinical experience, and written assignments.*
   h. *Participate in class discussion, activities, student performance, and written assignments.*
   i. *Participate in discussion, clinical experience, and written assignments.*
   j. *Participate in discussion, clinical experience, laboratory activity, and written assignments.*
   k. *Participate in discussion, clinical experience, student performance, and laboratory activity.*
2. *Unit test.*

**Suggested References:**

Badasch, Shirley and Chesebro, Doreen. The Health Care Worker. (3rd ed.). Englewood Cliffs, NJ: Brady.

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Health Occupations Students of America (HOSA). HOSA Handbook: Section B: National Competitive Events Program. (Revised Edition). Irving, TX: Author, 1994.

Occupational Safety and Health Administration. Guidelines and Rules for Universal Health Precautions. Washington, D.C.: U.S. Government Printing Office.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Cleaning and Dressing Wounds (video).

Surgical Skin Preparation (video).

Positioning the Surgical Patient (video).

Surgical Wound Care (video).

**ALLIED HEALTH CLUSTER II**
**UNIT 6: PUBLIC HEALTH CARE CAREERS** **(10 days)**

**Competencies and Suggested Objectives:**

1. Assess public health careers by utilizing medical terminology and basic skills in exploring specific public health careers.
   a. Define ten medical terms relating to public health care.
   b. Describe the role and function of the public health care team members including personal qualities, education requirements, responsibilities, and credentials.
   c. Describe five areas of pollution control that are monitored and regulated by public health services according to standards of the Environmental Protection Agency.
   d. Describe five health conditions that are affected by environmental pollution according to the World Health Organization (WHO).
   e. Describe four services provided by community health care agencies at the local, state, and national levels.
   f. Describe disposal of medical waste according to the Center for Disease Control and the Occupational Safety and Health Administration.
   g. Identify five health care concerns monitored by epidemiologists according to the Center for Disease Control (CDC) guidelines.
   h. Identify three methods used to control the spread of communicable disease according to the Center for Disease Control guidelines.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C4, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP6*

***Suggested Teaching Strategies:***

1. *Assess public health careers by utilizing medical terminology and basic skills in exploring specific public health careers.*
   *a. Lecture/discussion, reading assignments, written assignments, audio-visual, and computer software.*
   *b. Lecture/discussion, computer software, written/oral reports, shadowing in clinical area, reading assignments, and review universal precautions.*
   *c. Lecture/discussion, reading assignments, written assignments, audio-visual, and computer software.*
   *d. Lecture/discussion, reading assignments, written assignments, audio-visual, and computer software.*
   *e. Lecture/discussion, reading assignments, written assignments, audio-visual, and computer software.*

*f. Lecture/discussion, reading assignments, written assignments, audio-visual, computer software, and guest speaker.*
*g. Lecture/discussion, reading assignments, written assignments, audio-visual, and computer software.*
*i. Lab activity - water sampling from different sources.*
*ii. Lab activity - water testing: pH, salinity, sp. gravity.*
*h. Lecture/discussion, written assignments, audio-visual, and computer software.*

***Suggested Assessment Strategies:***

*1. Assess public health careers by utilizing medical terminology and basic skills in exploring specific public health careers.*
*a. Participate in class discussion and written assignments.*
*b. Participate in class discussion, actitivies, written assignments, and written/oral reports.*
*c. Participate in class discussion and written assignments.*
*d. Participate in class discussion and written assignments.*
*e. Participate in class discussion and written assignments.*
*f. Participate in class discussion and written assignments.*
*g. Participate in class discussion and written assignments.*
*h. Participate in class discussion and written assignments.*
*2. Unit test.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teahcer Resouce Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

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## ALLIED HEALTH CLUSTER II
## UNIT 7: DIAGNOSTIC AND LABORATORY HEALTH CARE CAREERS (20 days)

**Competencies and Suggested Objectives:**

1. Assess diagnostic and laboratory health careers by utilizing medical terminology and basic skills in exploring specific diagnostic and laboratory health careers.
   a. Define terms associated with asepsis including root words, prefixes, and suffixes.
   b. Define terms associated with infection control including root words, prefixes, and suffixes.
   c. Describe careers available in the medical laboratory technology field including personal qualities, education requirements, responsibilities, and credentials.
   d. Identify ways pathogenic microorganisms are spread in relation to the infection cycle.
   e. Describe methods of collecting specimens of urine, stool, sputum, blood, and emesis according to CDC guidelines.
   f. Identify basic laboratory tests including those conducted in the health care facility.
   g. Simulate methods for collecting specimens according to CDC guidelines.
   h. Simulate procedures for performing basic laboratory tests based on National Committee for Clinical Laboratory Standards.
   i. Describe careers available in the radiologic technology field including personal qualities, education requirements, responsibilities, and credentials.
   j. Identify radiologic equipment including fluoroscopic, computerized, and radiographic apparatus.
   k. Interpret radiation safety knowledge and techniques according to health facility guidelines.
   l. Identify radiographs found in radiology departments.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *M1, M4*
   *S1, S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP6*

***Suggested Teaching Strategies:***

1. *Assess diagnostic and laboratory health careers by utilizing medical terminology and basic skills in exploring specific diagnostic and laboratory health careers.*
   - a. *Lecture/discussion, reading assignments, and writing assignments.*
   - b. *Lecture/discussion, computer software, written/oral reports, shadowing in clinical area, reading assignments, writing assignments, and review universal precautions.*
   - c. *Lecture/discussion, written/oral reports, shadowing in clinical area, reading assignments, writing assignments, and review universal precautions.*
   - d. *Lecture/discussion, written/oral reports, shadowing in clinical area, reading assignments, writing assignments, and review universal precautions.*
   - e. *Lecture/discussion, reading assignments, and written assignments.*
   - f. *Lecture/discussion, written/oral reports, shadowing in clinical area, reading assignments, writing assignments, and review universal precautions.*
   - g. *Lecture/discussion, reading assignments, writing assignments, and review universal precautions.*
     - i. *Simulate collection of urine (bedpan, urinal and drainage bag), feces, wound, and throat specimens.*
   - h. *Lecture/discussion, reading assignments, writing assignments, and review universal precautions.*
     - i. *Simulate checking urine specimen for sugar, pH, protein, ketones, sp. gr., and blood with dipstick.*
     - ii. *Simulate checking urine specimen for sugar with Clinitest and Acetest.*
     - iii. *Simulate separating plasma and RBC's using centrifuge with simulated blood.*
     - iv. *Simulate staining blood smears and observe white blood cells and sickle cell.*
     - v. *Simulate checking urine and blood for diabetes.*
   - i. *Lecture/discussion, computer software, written/oral reports, shadowing in clinical area, reading assignments, writing assignments, and review universal precautions.*
   - j. *Lecture/discussion, reading assignments, and writing assignments.*
   - k. *Lecture/discussion, reading assignments, and writing assignments.*
   - l. *Lecture/discussion, reading assignments, and writing assignments.*

***Suggested Assessment Strategies:***

1. *Assess diagnostic and laboratory health careers by utilizing medical terminology and basic skills in exploring specific diagnostic and laboratory health careers.*
   a. *Participate in class discussion and written assignments.*
   b. *Participate in class discussion, oral/written reports, and written assignments.*
   c. *Participate in class discussion, activities, oral/written reports, written assignments, and clinical shadowing experience.*
   d. *Participate in class discussion, oral/written reports, and written assignments.*
   e. *Participate in class discussion and written assignments.*
   f. *Participate in class discussion, oral/written reports, and written assignments.*
   g. *Participate in class discussion, written assignments, and simulate collection of urine, feces, wounds, and throat specimens.*
   h. *Participate in class discussion, written assignments, and simulate procedures for performing basic laboratory tests.*
   i. *Participate in class discussion, activities, oral/written reports, written assignments, and clinical shadowing experience.*
   j. *Participate in class discussion and written assignments.*
   k. *Participate in class discussion and written assignments.*
   l. *Participate in class discussion and written assignments.*
2. *Unit test.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

## ALLIED HEALTH CLUSTER II
## UNIT 8: HEALTH CARE ADMINISTRATIVE CAREERS (15 days)

**Competencies and Suggested Objectives:**

1. Assess health care administration careers by utilizing medical terminology and basic skills in exploring specific health care administrative careers.
   a. Identify ten terms related to health care information and administration including root words, suffixes, and prefixes.
   b. Specify the role of selected information and administrative health care workers including personal qualities, levels of education, and credential requirements.
   c. Describe the role of the health occupations clerk including those found in two health settings.
   d. Name the general functions computers should perform for an office.
   e. Describe use of a word processor.
   f. State the advantages of computer use in the medical office.
   g. List specific functions a computer system can perform in the billing, insurance, and collection functions in the office.
   h. Identify five forms used as part of the medical record including those used in hospitals and physicians' offices.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP6*

***Suggested Teaching Strategies:***

1. *Assess health care administration careers by utilizing medical terminology and basic skills in exploring specific health care administrative careers.*
   *a. Lecture/discussion, written/oral reports, audio-visual, and computer software.*
   *b. Lecture/discussion, written/oral reports, audio-visual, computer software, review universal precautions, guest speaker, tour and clinical shadowing.*
   *c. Lecture/discussion, written/oral reports, audio-visual, and computer software.*
      *i. Use calculator, write checks, make deposits, and write receipts.*
      *ii. Answer telephone using correct office procedures, take messages, and write message slips to return calls.*
      *iii. File in office.*
      *iv. Admit patient to unit.*
      *v. Discharge patient from unit.*

d. *Lecture/discussion, written/oral reports, audio-visual, and computer software.*
e. *Lecture/discussion, written/oral reports, audio-visual, and computer software.*
f. *Lecture/discussion, written/oral reports, audio-visual, and computer software.*
g. *Lecture/discussion, written/oral reports, audio-visual, and computer software.*
    i. *Schedule appointments, complete insurance forms, and perform billing procedures on computer.*
    ii. *Translate medical/dental dictation using computer (i.e., H&P, doctor reports, document summaries).*
    iii. *Type business letter and address envelope.*
h. *Lecture/discussion, written/oral reports, audio-visual, and computer software.*

***Suggested Assessment Strategies:***

1. *Assess health care administration careers by utilizing medical terminology and basic skills in exploring specific health care administrative careers.*
    a. *Participate in class discussion and oral/written reports.*
    b. *Participate in class discussion, activities, oral/written reports, and tour/clinical shadowing experience.*
    c. *Participate in class discussion and oral/written reports.*
        i. *Perform calculations, write checks, deposit slips, and receipts.*
        ii. *Observe and perform telephone usage and record messages in written form.*
        iii. *Perform filing of documents.*
        iv. *Complete admission sheets.*
        v. *Complete discharge paperwork.*
    d. *Participate in class discussion and oral/written reports.*
    e. *Participate in class discussion and oral/written reports.*
    f. *Participate in class discussion and oral/written reports.*
    g. *Participate in class discussion and oral/written reports.*
        i. *Complete an appointment schedule, insurance forms, and computer billing statements.*
        ii. *Perform dictation translations.*
        iii. *Complete a business letter and envelope.*
    h. *Participate in class discussion and oral/written reports.*
2. *Unit test.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Health Occupations Students of America (HOSA). HOE Clinical Rotation. Irving, TX: Author, 1994.

Keir, Lucille; Wise, Barbara A.; and Connie Krebs, et al. Medical Assisting: Administrative and Clinical Competencies. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

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Medical Office Procedure (software).

## ALLIED HEALTH CLUSTER II
## UNIT 9: EMPLOYABILITY SKILLS (15 days)

**Competencies and Suggested Objectives:**

1. Demonstrate job seeking and job keeping skills.
   a. Prepare a resume containing essential information.
   b. Use resource documents to enhance job competency.
   c. Complete a job application form.
   d. Explain procedures for job interviews.
   e. Demonstrate the role of an applicant in a job interview.
   f. Describe job interview etiquette.
   g. Maintain positive relations with clients and peers.
   h. Demonstrate job keeping skills.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3*

***Suggested Teaching Strategies:***

1. *Demonstrate job seeking and job keeping skills.*
   a. *Lecture/discussion, written/oral reports, written assignments, and guest speaker.*
   b. *Lecture/discussion, written/oral reports, written assignments, and guest speaker.*
   c. *Lecture/discussion, written/oral reports, written assignments, and guest speaker.*
   d. *Lecture/discussion, written assignments, and guest speaker.*
   e. *Lecture/discussion, teacher demonstration, guest speaker, audio-visual materials, and role-play.*
   f. *Lecture/discussion, written assignments, and guest speaker.*
   g. *Lecture/discussion, written assignments, guest speaker, and audio-visual materials.*
   h. *Lecture/discussion, teacher demonstration, written assignments, and guest speaker.*

***Suggested Assessment Strategies:***

1. *Demonstrate job seeking and job keeping skills.*
   a. *Participate in class discussion, written/oral reports, and written assignments.*

b. *Participate in class discussion, written/oral reports, and written assignments.*
c. *Participate in class discussion, written/oral reports, and written assignments.*
d. *Participate in class discussion, and written assignments.*
e. *Participate in class discussion, and student preformance in role play.*
f. *Participate in class discussion, and written/oral reports, and written assignments.*
g. *Participate in class discussion, and written assignments.*
h. *Participate in class discussion, student performance, and written assignments.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Simmers, Louise. Diversified Health Occupations. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

## ALLIED HEALTH CLUSTER II
## UNIT 10: DENTAL HEALTH CARE CAREERS (10 days)

**Competencies and Suggested Objectives:**

1. Assess dental health careers by utilizing medical terminology and basic skills in exploring specific dental careers.
   a. Interpret basic dental abbreviations and symbols by charting accurately.
   b. Interpret and spell dental terminology including breakdown by prefixes, suffixes, and root words.
   c. Demonstrate brushing and flossing teeth according to currently approved practice.
   d. Differentiate between the dentition of the child and adult including primary and secondary dentition.
   e. Compare the location, structure, and function of three types of teeth including incisors, molars, and cuspids.
   f. Demonstrate dental charting using the Universal Method and basic dental charting guidelines.
   g. Recognize methods of prevention and detection of caries and peridontal disease according to established dental guidelines.
   h. Discuss chairside assistance and treatment room maintenance within basic chairside techniques.
   i. Set up a basic dental tray for initial patient examination.
   j. Interpret the correct usage for three types of dental instruments found within dentistry.
   k. Cite three types of restorative materials found in dental laboratories.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C4, C6*
   *M4*
   *S1, S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3*

***Suggested Teaching Strategies:***

1. *Assess dental health careers by utilizing medical terminology and basic skills in exploring specific dental careers.*
   *a. Lecture/discussion, written/oral reports, and written assignments.*
   *b. Lecture/discussion, written/oral reports, and written assignments.*
   *c. Lecture/discussion, teacher demonstration, role play, clinical experience, guest speaker, and autio-visual materials.*
   *d. Lecture/discussion, audio-visual, and written assignments.*

*e. Lecture/discussion, guest speaker, audio-visual, written/oral reports, and written assignments.*
*f. Lecture/discussion, written/oral reports, teacher demonstration, role play, guest speaker, clinical experience, and written assignments.*
*g. Lecture/discussion, audio-visual, guest speaker, and written assignments.*
*h. Lecture/discussion, teacher demonstration, role play, guest speaker, clinical experience, and written assignments.*
*i. Lecture/discussion, teacher demonstration, role play, guest speaker, clinical experience, and written assignments.*
*j. Lecture/discussion, guest speaker, clinical experience, and written assignments.*
*k. Lecture/discussion, guest speaker, teacher demonstration, role play, clinical experience, and written assignments.*

***Suggested Assessment Strategies:***

1. *Assess dental health careers by utilizing medical terminology and basic skills in exploring specific dental careers.*
   *a. Participate in class discussion and written assignments.*
   *b. Participate in class discussion and written assignments.*
   *c. Participate in class discussion, student performance, role play, and clinical experience.*
   *d. Participate in class discussion, laboratory activities, and written assignments.*
   *e. Participate in class discussion, written assignments, and laboratory activities.*
   *f. Participate in class discussion, written assignments, student performance, role play, and clinical experience.*
   *g. Participate in class discussion and written assignments.*
   *h. Participate in class discussion, laboratory activities, role play, clinical experience, and written assignments.*
   *i. Participate in class discussion, laboratory activities, student performance, role play, clinical experience, and written assignments.*
   *j. Participate in class discussion, student performance, clinical experience, and written assignments.*
   *k. Participate in class discussion, laboratory activities, written assignments, student performance, role play, and clinical experience.*
2. *Unit test.*

**Suggested References:**

Anderson, Pauline C., and Burkard, Martha R. The Dental Assistant. (6th ed.). Albany, NY: Delmar Publishers, Inc. 1995.

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

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Simmers, Louise A. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Dental (software).

Dental Assistant (software).

## ALLIED HEALTH CLUSTER II
## UNIT 11: SUPPORT SERVICES IN HEALTH CARE CAREERS (20 days)

**Competencies and Suggested Objectives:**

1. Assess support services careers by utilizing medical terminology and basic skills in exploring specific support services careers.
   a. Describe the role and function of the dietary assistant team members including job description, level of education, and credentials required.
   b. Describe principles of asepsis in food preparation including guidelines established by the Department of Health.
   c. Demonstrate procedures to assist a patient in completing a meal request form according to health care facility policy.
   d. Complete a menu requisition to prepare a meal tray according to health care facility policy.
   e. Deliver and retrieve food trays according to health care facility policy.
   f. Describe the role and function of the sterile supply team members including job description, level of education, and credentials required.
   g. Describe basic methods of sterilization and disinfection according to health care facility policy.
   h. Describe and demonstrate basic techniques to prepare, wrap, and sterilize instruments and equipment according to health care facility policy.
   i. Demonstrate basic surgical scrub using aseptic technique.
   j. Describe and simulate the operation of an autoclave with safety and accuracy according to health care facility policy.
   k. Describe the preparation of an operative area according to policy of the health care facility.
   l. Describe procedures used by a surgical team when preparing and cleaning a surgical room according to the policy of the health care facility.
   m. Describe the careers available in central supply including job description, credentials, and education.
   n. Describe biomedical and engineering careers in health care.

   *Related Academic Topics (See Appendix A):*
   *C1, C4, C6*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP6*

***Suggested Teaching Strategies:***

1. *Assess support services careers by utilizing medical terminology and basic skills in exploring specific support services careers.*
   a. *Lecture/discussion, guest speaker, written assignments, and audio-visuals.*
   b. *Lecture/discussion, clinical experience, guest speaker, written assignments and audio-visuals.*
   c. *Lecture/discussion, clinical experience, teacher demonstration, role-play, guest speaker, written assignments, and audio-visuals.*
   d. *Lecture/discussion, teacher demonstration, role-play, guest speaker, and audio-visuals.*
   e. *Lecture/discussion, clinical experience, teacher demonstration, role-play, and audio-visuals.*
   f. *Lecture/discussion, written assignments, and guest speaker.*
   g. *Lecture/discussion, clinical experience, guest speaker, written assignments,and audio-visuals.*
   h. *Lecture/discussion, clinical experience, teacher demonstration, role-play, guest speaker, and audio-visuals.*
   i. *Lecture/discussion, clinical experience, teacher demonstration, written assignments, and role-play.*
   j. *Lecture/discussion, simulation, clinical experience,written assignments, and audio-visuals.*
   k. *Lecture/discussion, written assignments, and clinical experience.*
   l. *Lecture/discussion, clinical experience, written assignments, and guest speaker.*
   m. *Lecture/discussion, clinical experience, written assignments,and guest speaker.*
   n. *Lecture/discussion, clinical experience, written assignments, and guest speaker.*

***Suggested Assessment Strategies:***

1. *Assess support services careers by utilizing medical terminology and basic skills in exploring specific support services careers.*
   a. *Participate in class discussion and written assignments.*
   b. *Participate in class discussion, written assignments, and clinical experience.*
   c. *Participate in class discussion, laboratory activities, student performance, clinical experience, and written assignments.*
   d. *Participate in class discussion, laboratory activities, student performance, and role play.*
   e. *Participate in class discussion, laboratory activities, clinical experience, role play, and student performance.*

*f. Participate in class discussion and written assignments.*
*g. Participate in class discussion, clinical experience, and written assignments.*
*h. Participate in class discussion, laboratory activities, clinical experience, role play, and student performance.*
*i. Participate in class discussion, laboratory activities, clinical experience, role play, student performance, and written assignments.*
*j. Participate in class discussion, activities, clinical experience and written assignments.*
*k. Participate in class discussion, clinical experience and written assignments.*
*l. Participate in class discussion, clinical experience and written assignments.*
*m. Participate in class discussion, clinical experience and written assignments.*
*n. Participate in class discussion, clinical experience and written assignments.*

*2. Unit test.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

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Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Webster's Dictionary (hardbound, current edition). G & C Merriam Company.

Cleaning and Dressing Wounds (video).

Wrapping Sterile Equipment (video).

Surgical Skin Preparation (video).

Preparing and Maintaining the Sterile Field (video).

Positioning the Surgical Patient (video).

Surgical Wound Care (video).

## ALLIED HEALTH CLUSTER II
## UNIT 12: ANIMAL HEALTH CARE CAREERS (5 days)

**Competencies and Suggested Objectives:**

1. Assess animal health careers by utilizing medical terminology and basic skills in exploring specific careers in animal health.
   a. Define five medical terms related to animal health care including prefixes, suffixes, and root words.
   b. Greet clients and obtain animal health history according to health care facility guidelines.
   c. Identify basic veterinary instruments including five common instruments.
   d. Demonstrate two methods of animal restraint including muzzle and bag methods.

   *Related Academic Topics (See Appendix A):*
   *C1, C6*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP6*

***Suggested Teaching Strategies:***

1. *Assess animal health careers by utilizing medical terminology and basic skills in exploring specific careers in animal health.*
   *a. Lecture/discussion and guest speaker.*
   *b. Lecture/discussion, clinical experience, teacher demonstration, and role-play.*
   *c. Lecture/discussion, clinical experience, teacher demonstration, role-play, and guest speaker.*
   *d. Lecture/discussion, clinical experience, teacher demonstration, and role-play.*

***Suggested Assessment Strategies:***

1. *Assess animal health careers by utilizing medical terminology and basic skills in exploring specific careers in animal health.*
   *a. Participate in class discussion and written assignments.*
   *b. Participate in class discussion, written assignments, clinical experience, role play, and student performance.*
   *c. Participate in class discussion, written assignments, clinical experience, role play, and student performance.*
   *d. Participate in class discussion, written assignments, clinical experience, role play, and student performance.*

**Suggested References:**

Gerdin, Judith A. Health Careers Today. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Teacher Resource Kit. St. Louis: Mosby Year Book, 1991.

Gerdin, Judith A. Health Careers Today Workbook. St. Louis: Mosby Year Book, 1991.

Health Occupations Students of America (HOSA). HOSA Handbook: Section B:, National Competitive Events Program. (Revised Edition). Irving, TX: Author, 1994.

Occupational Safety and Health Administration. Guidelines and Rules for Universal Health Precautions. Washington, D.C.: U.S. Government Printing Office.

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Simmers, Louise. Diversified Health Occupations Teacher Resource Kit. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

Simmers, Louise. Diversified Health Occupations Workbook. (3rd ed.). Albany, NY: Delmar Publishers, Inc. 1993.

# SECTION III:

# RECOMMENDED TOOLS AND EQUIPMENT

# RECOMMENDED TOOLS AND EQUIPMENT FOR SECONDARY ALLIED HEALTH

## CAPITALIZED ITEMS

1. Arm, Blood Pressure (One per classroom)
2. Autoclave, Table Top (One per classroom)
3. Bed, Electric w/Siderails (One per classroom)
4. Bed, Manual - High-Low w/Siderails (Two per classroom)
5. Cabinet, Bed Side (One per bed)
6. Cart, OSHA (One per classroom)
7. Chair, Commode (One per classroom)
8. Dental Instrument Kit (One per classroom)
9. Microscope (One per 5 students)
10. Bioscope (One per 4 students)
11. Pneumatic Lift (One per classroom)
12. Otto/ophthalmoscope Combo (One per classroom)
13. Sphygmomanometer, Wall mounted (One per bed) (automated)
14. Stretcher (One per classroom)
15. Table, AV (One per classroom)
16. Table, Exam (One per classroom)
17. Table, Overbed, Rolling (One per bed)
18. Team Responder lights (One per classroom)
19. Thermometer, Digital (One per 10 students)
20. Traction (One per classroom)
21. Wheelchair with Foot Rest, Folding (One - two per classroom)
22. Otoscope/Audiometer (One per classroom)

## NON-CAPITALIZED ITEMS

1. Bags, Hamper
2. Bandages, Triangular
3. Basin, Bath
4. Basin, Emesis
5. Bath, Sitz
6. Bedpan, Fracture
7. Bedpan, Regular
8. Cases, Pillow
9. Crutches
10. Cups, Drinking
11. Curtain, Privacy, Ceiling or Wall Mount
12. Dish, Soap
13. Dispenser, Glove

14. Dispenser, Soap Wall Mounted
15. Dispenser, Paper Towel
16. First Aid Kit
17. Forceps, Crile Hemostatic, 5½"
18. Forceps, Jac
19. Forceps, Mosquito
20. Forceps, Thumb
21. Forceps, Tissue
22. Forceps, Utility
23. Goggles
24. Gowns, Hospital
25. Hammer, Percussion
26. Hemostat, Curved
27. Hemostat, Straight
28. Tuning Fork
29. Holder, Needle
30. Mattress for Hospital Bed
31. Microhematocrit Centrifuge
32. Penlight, Battery Operated
33. Pillows, Standard
34. Pitcher, Graduated
35. Pitcher, Water
36. Plastic Pillow Case, Cover
37. Plates, Non-Disposables
38. Restraint, Jacket
39. Restraint, Wrist
40. Scissors, Bandage
41. Scissors, Suture 5½"
42. Scissors, Iris 4-5⅛"
43. Scissors, Mayo Dissecting 5½"
44. Sheets
45. Sphygmomanometer, Aneroid
46. Sphygmomanometer, Mercurial
47. Splints, 18"
48. Splints, 36"
49. Spreads
50. Stand, IV
51. Stethoscope 22"
52. Stool, Bedside Step
53. Thermometer, Bath
54. Thermometers, Clinical Glass
55. Thermoscan Thermometer
56. Timer
57. Towels

58. Trapeze Bar
59. Tray, Food
60. Tray, Instrument
61. Urinal
62. Utensils, Feeding
63. Walker
64. Wash Cloths

**EXPENDABLES/DISPOSABLES**

1. Dental Floss
2. Toothpaste
3. Dishwashing Liquid
4. CPR Lungs - Disposables
5. Ketone Sticks
6. Sterile H2O
7. Assorted Sterile PK (To Demo Sterile)
8. Disposable Isolation PK
9. Cotton Tip Applicators
10. Pen Flashlight Disposable
11. Tape Measurement, Circumference
12. Transparencies
13. Glass Slides
14. Disposable Underpads
15. Handwashing Soap
16. Isolation Gown
17. Caps
18. Masks
19. Simulation Kits
    - Urine
    - Blood
    - Dental Castmaking
20. Betadine
21. Scrub Brushes
22. Probe Covers and Lens Filters
23. Alcohol & Alcohol Prep Pads
24. Glass Thermometer Covers
25. Lubricant
26. Bleach
27. Gauze Pads, 4x4, 3x3, 2x2, (Sterile & Non-Sterile)
28. Kerlix
29. Surgical Tape
30. Laundry Detergent

31. Hand Lotion
32. Latex Gloves
33. Sterile Gloves
34. Tongue Blades
35. Bio-Hazard Bags
36. Bio-Hazard Labels
37. Shoe Covers
38. Head Covers
39. Blue Pads
40. Sharps Container
41. Stuffed Cat or Dog
42. Paper Tape
43. Cotton Balls

**INSTRUCTIONAL AIDS**

1. Cabinet, File Lateral w/Lock (Three per classroom)
2. CD ROM (One per 4 students)
3. Charts, Anatomy (One per classroom)
4. Computer (One per 4 students)
5. CPR, Heads, Adult (One per classroom)
6. CPR, Heads, Baby (One per classroom)
7. Dryer (Approved if nonexistent in facility) (One per classroom)
8. Manikin, Adult Choking (One per classroom)
9. Manniquin, Hospital Training (One per classroom)
10. Model, Circulatory System (One per classroom)
11. Model, Digestive (One per classroom)
12. Model, Ear (One per classroom)
13. Model, Eye (One per classroom)
14. Model, Heart (One per classroom)
15. Model, Integumentary (One per classroom)
16. Model, Nervous System (One per classroom)
17. Model, Respiratory System (One per classroom)
18. Model, Urinary (One per classroom)
19. Printer, Computer (One per pair of computers)
20. Refractometer (One per classroom)
21. Scale, Physicians (One infant and one adult)
22. Skeleton, Life Size Adult (One per classroom)
23. Tooth Model with Brush (One per classroom)
24. Torso, Human with Detachable Head (One per classroom)
25. Typewriter, Wordprocessor (One per classroom)
26. TV (One per classroom)
27. VCR 1/2" (One per classroom)

28. Washer (Approved if nonexistent in facility) (One per classroom)
29. Cane (One per classroom)
30. Chart, Snellen Eye (One per classroom)
31. Chart, Tripod, A&P (One per classroom)
32. Mini Testicle, Self Exam Model (Small) (One per classroom)
33. Mini Breast, Self Exam Model (Small) (One per classroom)
34. Stethoscope 22" Teacher Training (One per classroom)

# APPENDIX A:

# RELATED ACADEMIC TOPICS

APPENDIX A

## RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

## EXPANDED TOPICS FOR COMMUNICATIONS

### TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

### TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

### TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.

C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

**RELATED ACADEMIC TOPICS FOR MATHEMATICS**

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make,and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

**RELATED ACADEMIC TOPICS FOR SCIENCE**

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.

S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
S8.02 Observe and practice safe procedures in the classroom and laboratory.
S8.03 Demonstrate proper use and care for scientific equipment.
S8.04 Investigate science careers, and advances in technology.
S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

# APPENDIX B:

# WORKPLACE SKILLS

# APPENDIX B
# WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

# APPENDIX C:

# STUDENT COMPETENCY PROFILE

# STUDENT COMPETENCY PROFILE FOR ALLIED HEALTH CLUSTER I

Student:_____

This record is intended to serve as a mehtod of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Course Overview

_____1. Review material related to course and professional organizations.
_____2. Apply communications in health care.

Unit 2: Career Awareness and Exploration

_____1. Develop individual career awareness in the health care industry.

Unit 3: Medical, Legal, and Ethical Responsibility

_____1. Explain professional ethics and legal responsibility.
_____2. Explain client's rights.

Unit 4: Universal Precautions

_____1. Utilize universal precautions.

Unit 5: Safety

_____1. Recognize safety procedures and policies.
_____2. Perform basic safety procedures.

Unit 6: Medical Terminology

_____1. Recognize and use medical terminology.

Unit 7: Body Structure and Function and Applied Skills

_____1. Recognize the structure and functions of each organ system and apply related basic skills.

Unit 8: Human Growth and Development

_____1. Explain stages of normal growth and development throughout the lifespan.

# STUDENT COMPETENCY PROFILE FOR ALLIED HEALTH CLUSTER II

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Computers in the Health Care System

_____1. Assess computers in health care by utilizing medical terminology and basic skills in exploring specific computer-based careers.

Unit 2: Therapeutic Health Care Careers

_____1. Assess the therapeutic careers by utilizing medical terminology and basic skills in exploring specific therapeutic careers.

Unit 3: Emergency Health Care Careers

_____1. Assess emergency health care careers by utilizing medical terminology and basic skills in exploring specific emergency health care careers.

Unit 4: Psychosocial Health Care Careers

_____1. Assess psychosocial health care careers by utilizing medical terminology and basic knowledge in exploring specific psychosocial careers.

Unit 5: Patient Contact Care Careers

_____1. Develop patient contact care skills by utilizing medical terminology and basic skills in a health care setting.

Unit 6: Public Health Care Careers

_____1. Assess public health careers by utilizing medical terminology and basic skills in exploring specific public health careers.

Unit 7: Diagnostic and Laboratory Health Care Careers

_____1. Assess diagnostic and laboratory health careers by utilizing medical terminology and basic skills in exploring specific diagnostic and laboratory health careers.

Unit 8: Health Care Administrative Careers

_____1. Assess health care administration careers by utilizing medical terminology and basic skills in exploring specific health care administrative careers.

Unit 9: Employability Skills

_____1. Demonstrate job seeking and job keeping skills.

Unit 10: Dental Health Care Careers

_____1. Assess dental health careers by utilizing medical terminology and basic skills in exploring specific dental careers.

Unit 11: Support Services in Health Care Careers

_____1. Assess support services careers by utilizing medical terminology and basic skills in exploring specific support services careers.

Unit 12: Animal Health Care Careers

_____1. Assess animal health careers by utilizing medical terminology and basic skills in exploring specific careers in animal health.